Jeannick

le calcul actif

R. & J. ANSCOMBRE

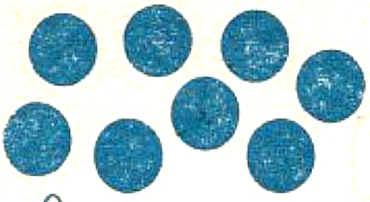
CAHIER N° 1

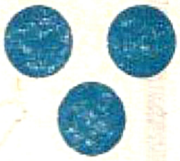
Nombres de 1 à 9

Editions M. D. I.
Boite Postale 33
78- St-Germain-en-Laye

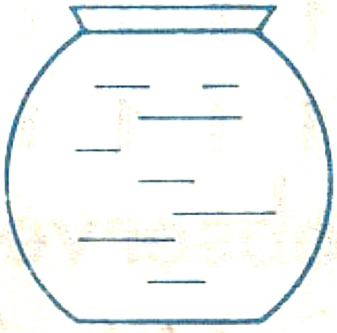
au

COURS PRÉPARATOIRE





beaucoup plusieurs un rien



---

dessine des billes

plusieurs

beaucoup

un

rien

dessine des épingles

plusieurs

un

rien

beaucoup

dessine des ballons

un

beaucoup

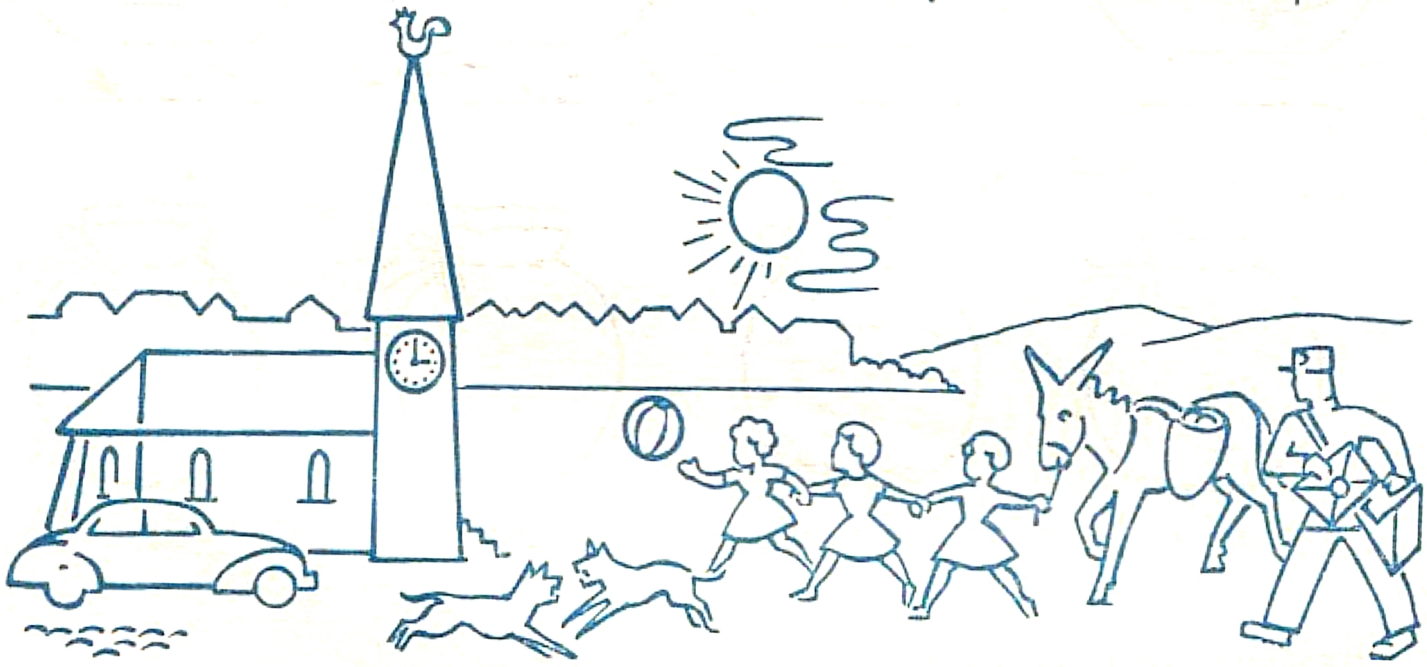
rien

plusieurs

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

observe colorie les choses qui ne sont qu'en UN seul exemplaire :

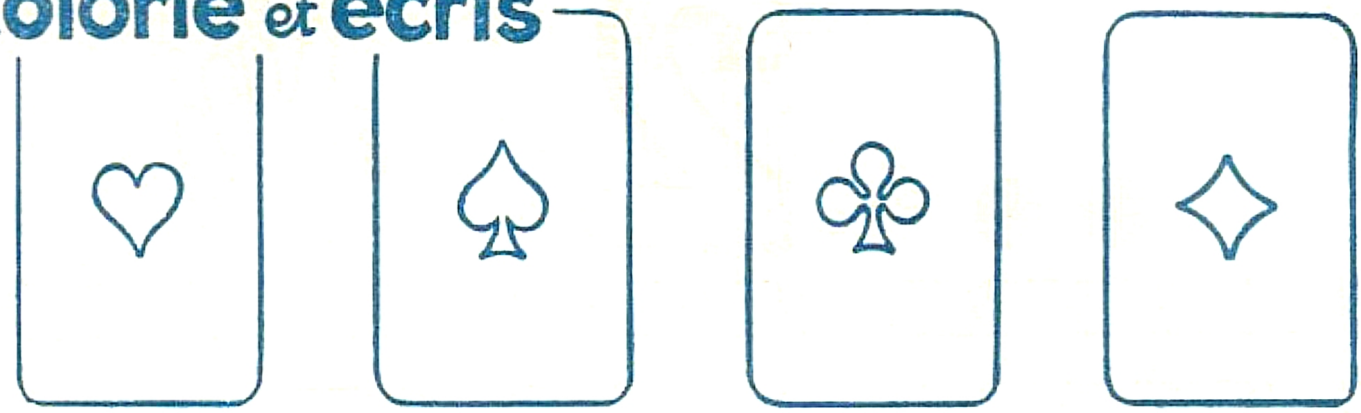


dessine les choses qui vont par une et nomme-les

un..... un..... une..... un..... une.....

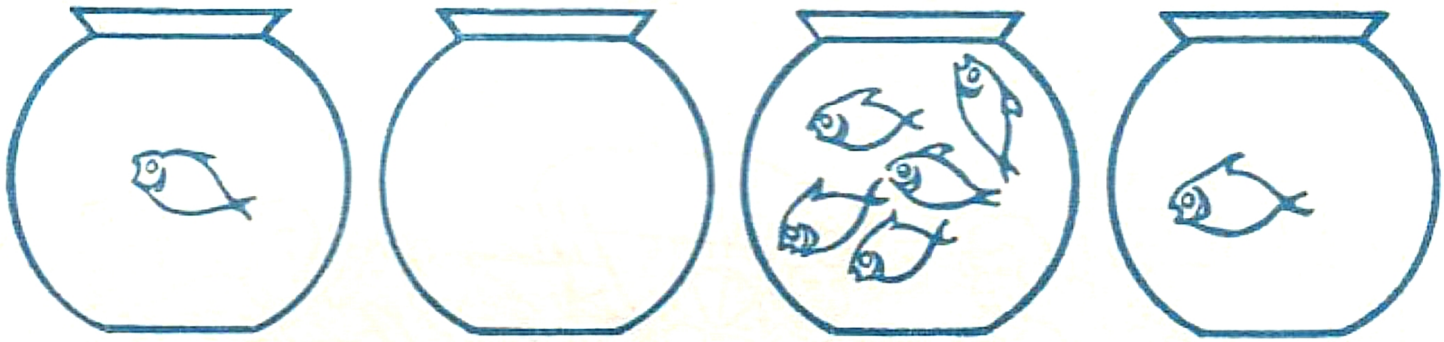
une..... une..... un..... et un..... une.....

colorie et écris

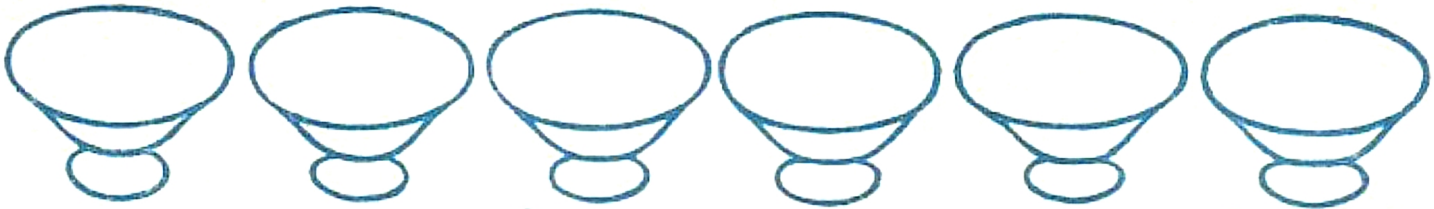


compte

1 , 0 , beaucoup .



....



1 0 beaucoup 0 1 beaucoup

..... c

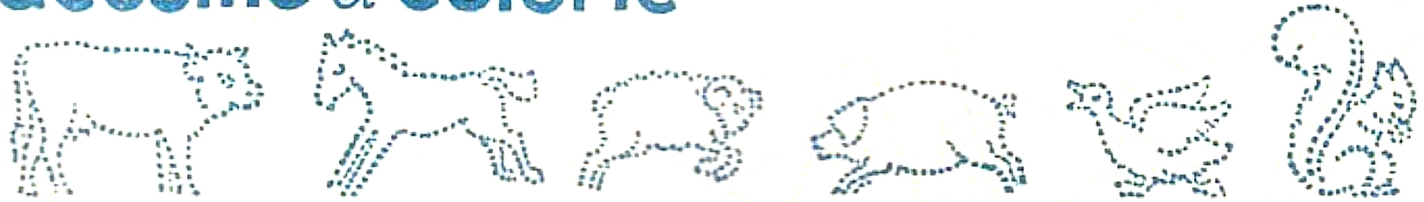
.....g

.....l.

....cm.

....cm.

dessine et colorie

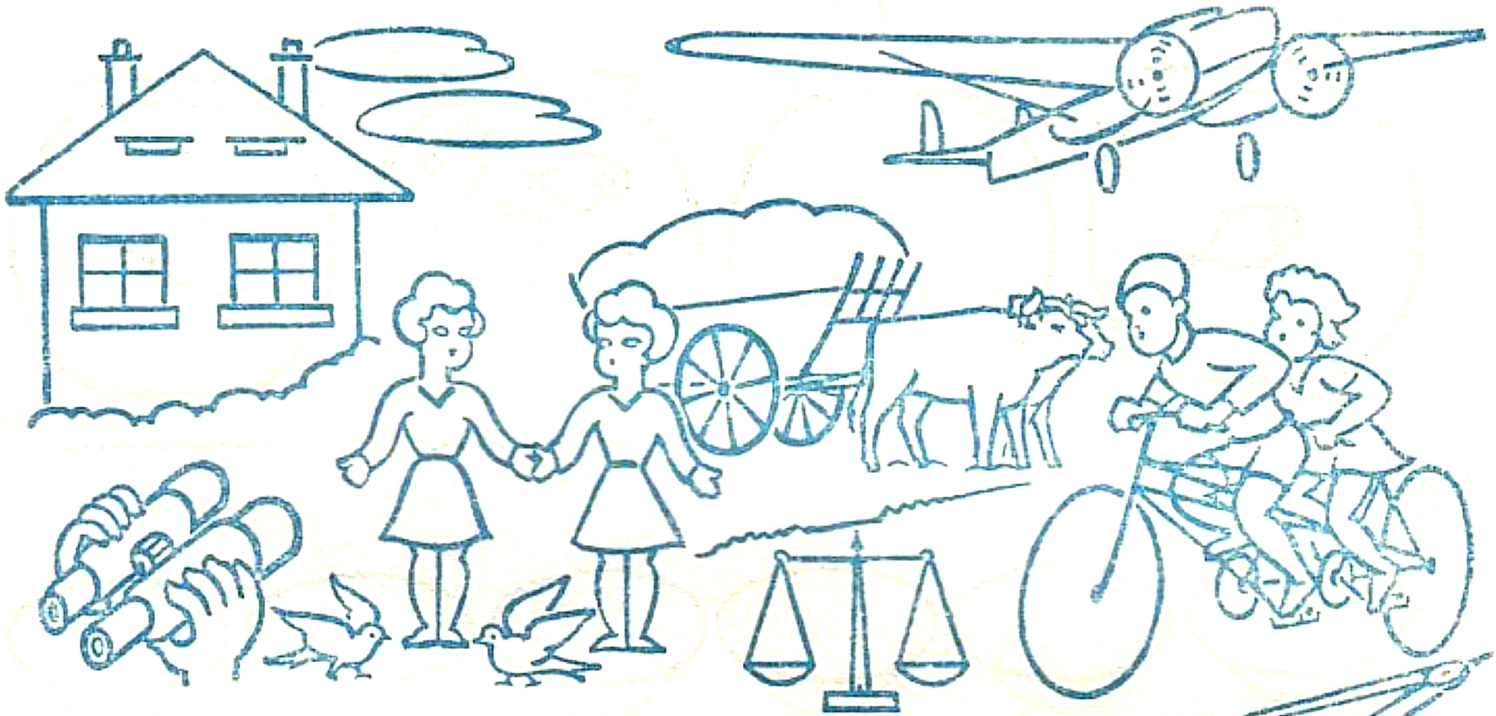


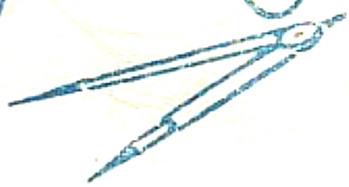
1..... ....

2

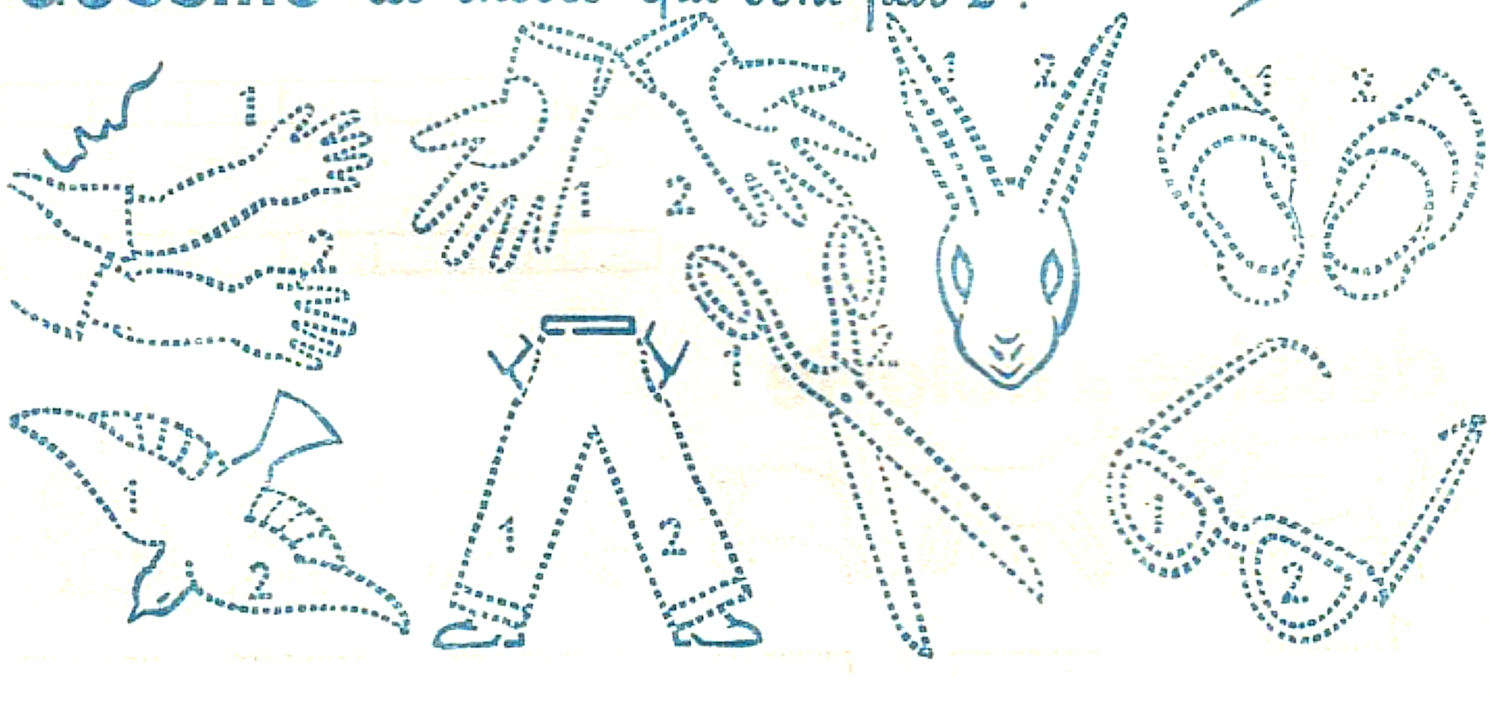
2

observe : colorie les choses qui vont par 2





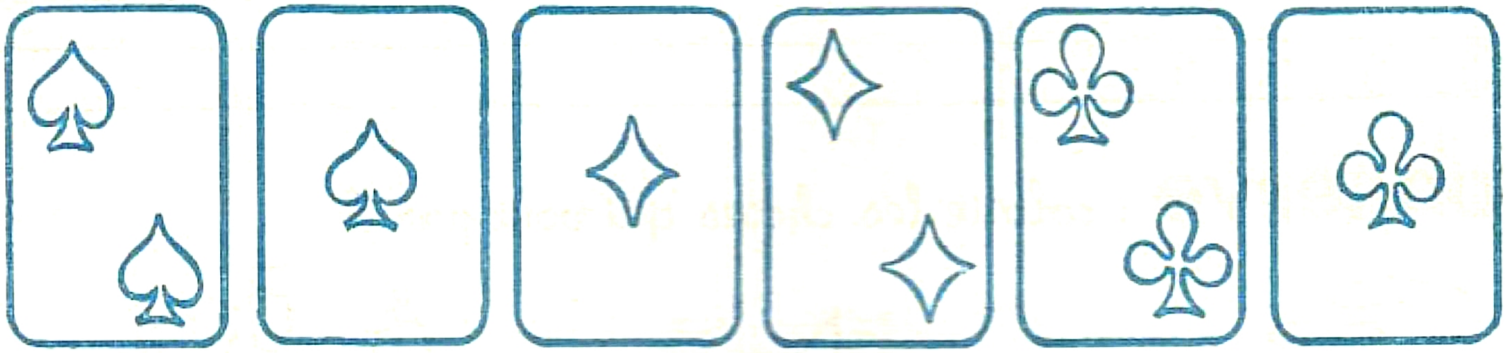
dessine les choses qui vont par 2 :

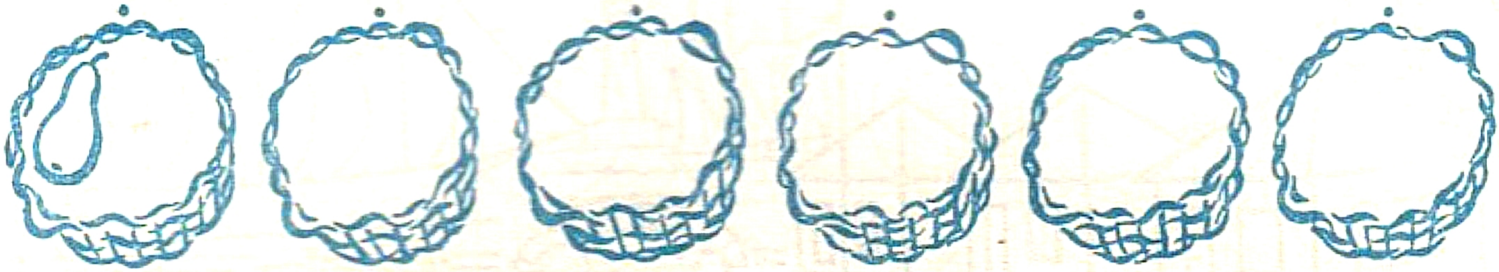


manipule : colle des confettis

deux | un | un | deux | zéro | deux

compte





1 2 0 2 1 2

ajoute

1 + 1 = 2

. + . = .

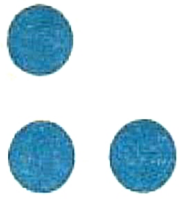
. + . =

. cm + . cm = . cm

. ℓ + . ℓ = . ℓ

. c + . c = . c

1 + 1 = .

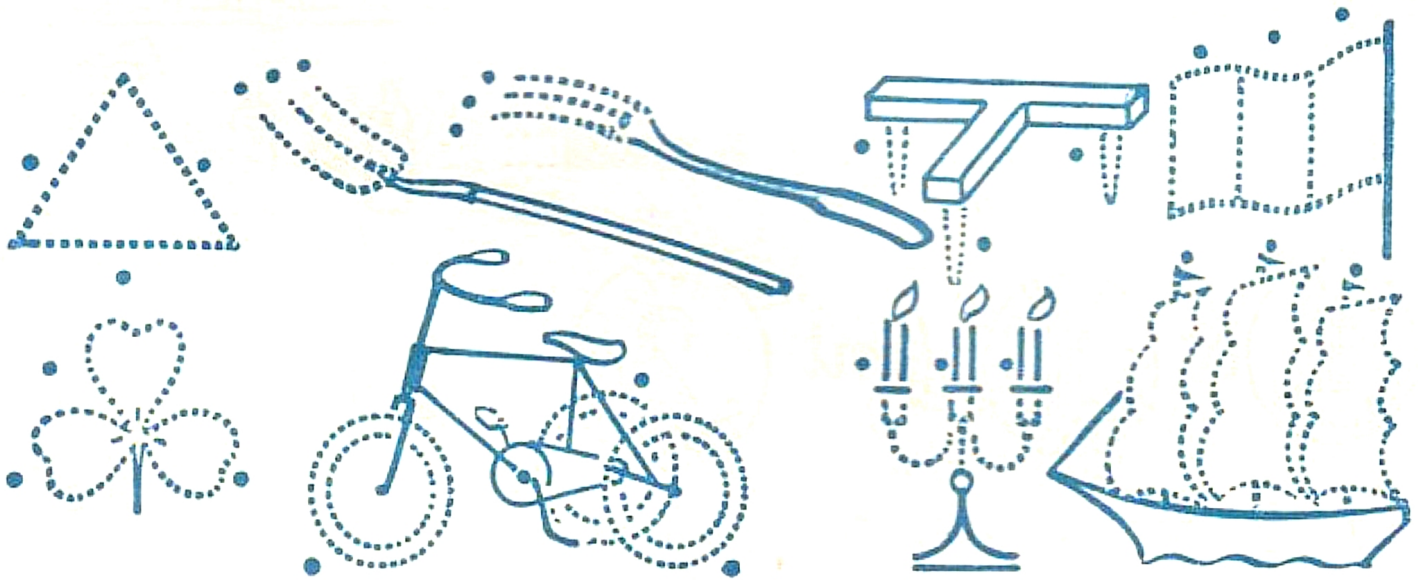


3

3 3 3 3 3 3 3 3 3 3

3 3 3 3 3 3 3 3 3 3

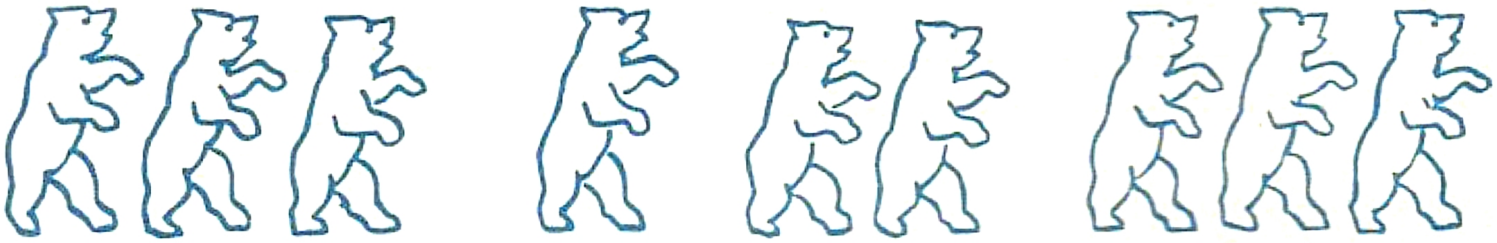
observe : *colorie les choses qui vont par 3*



manipule : colle des triangles en papier de couleur

trois • deux • un • deux • un • trois •

compte : combien d'ours ?

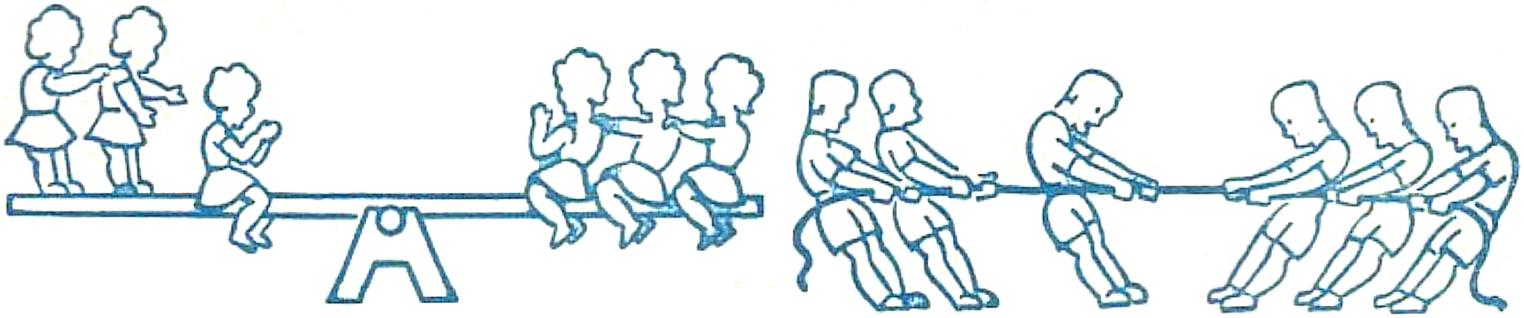


• • • •

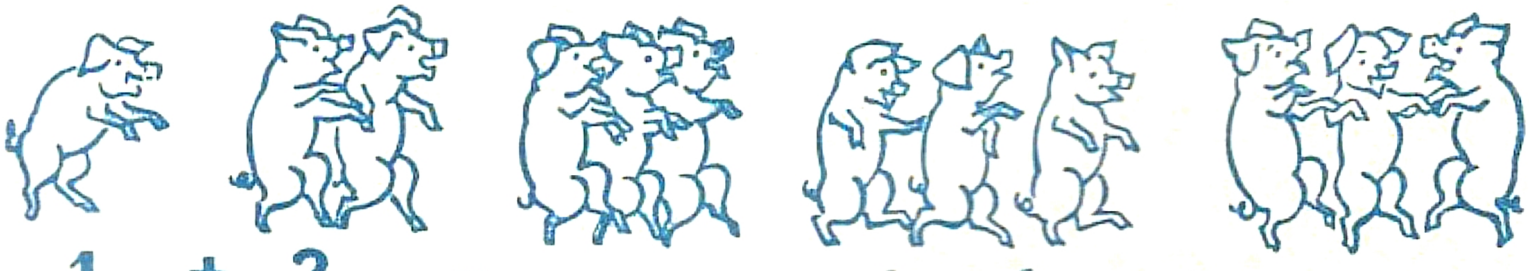
mets les billes dans le sac.

1 3 2 0 3 2 3

ajoute - que veut dire "égal" ?

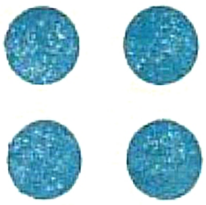


2 + 1 = • • + • = 3



1 + 2 = • • + • + • = •

• cm + • cm. = • cm.

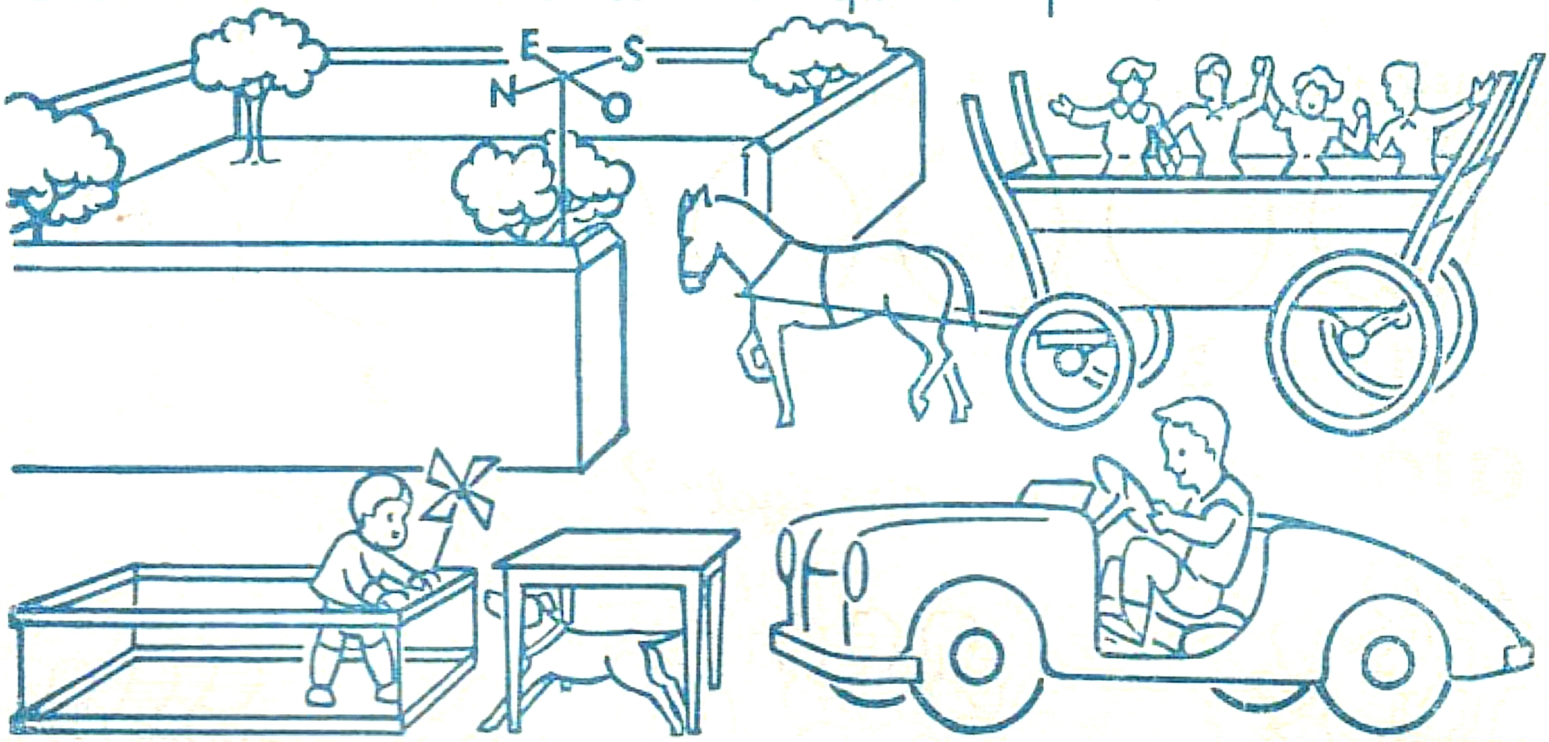


4

4

4

observe : colorie les choses qui sont par 4



dessine les choses qui vont par 4 et nomme-les :

manipule : colle des carrés

quatre trois un deux quatre trois deux

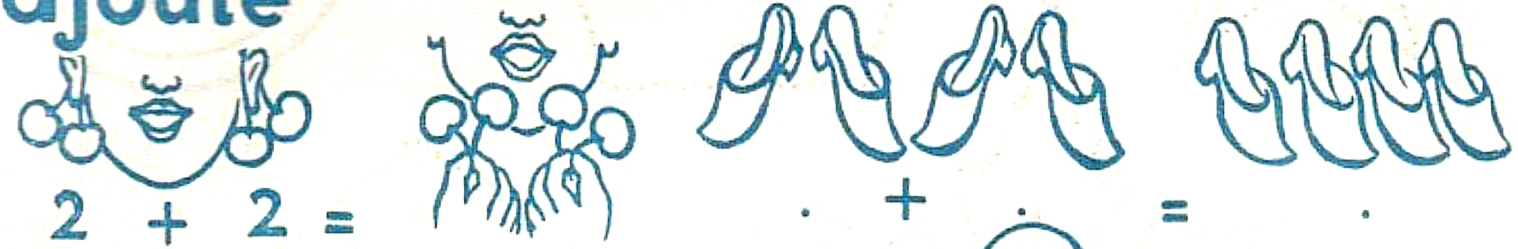
compte : combien ?

. . . .

accroche les cerises à la branche.

2 4 3 1 4 2

ajoute

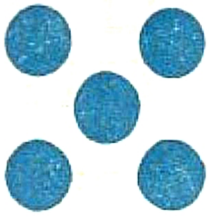


2 + 2 = . + . = .

. + . + . + . = . . + . = .

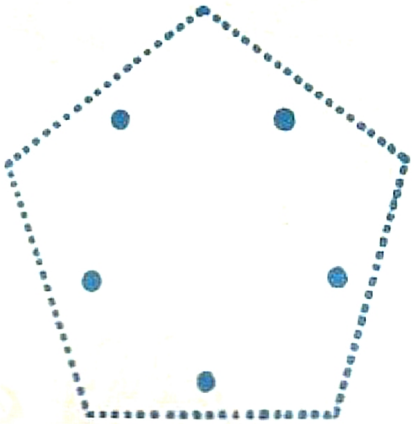
. c + . c = 4 c . c + . c = 4 c

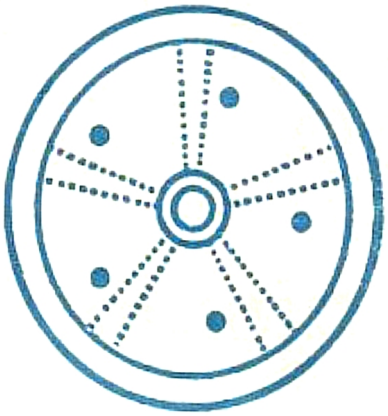
. cm. . cm. . cm.

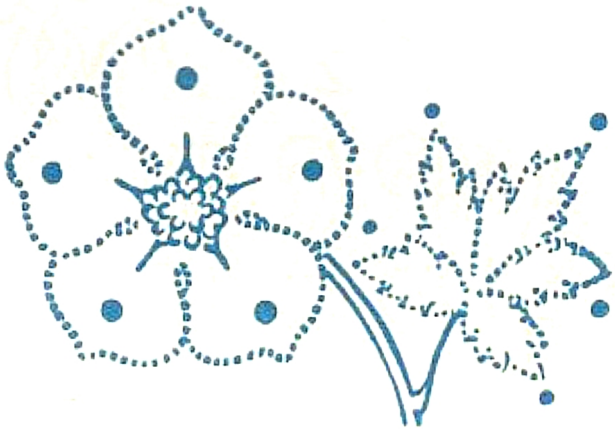


5

observe : dessine . numérote et colorie les choses qui vont par **5**



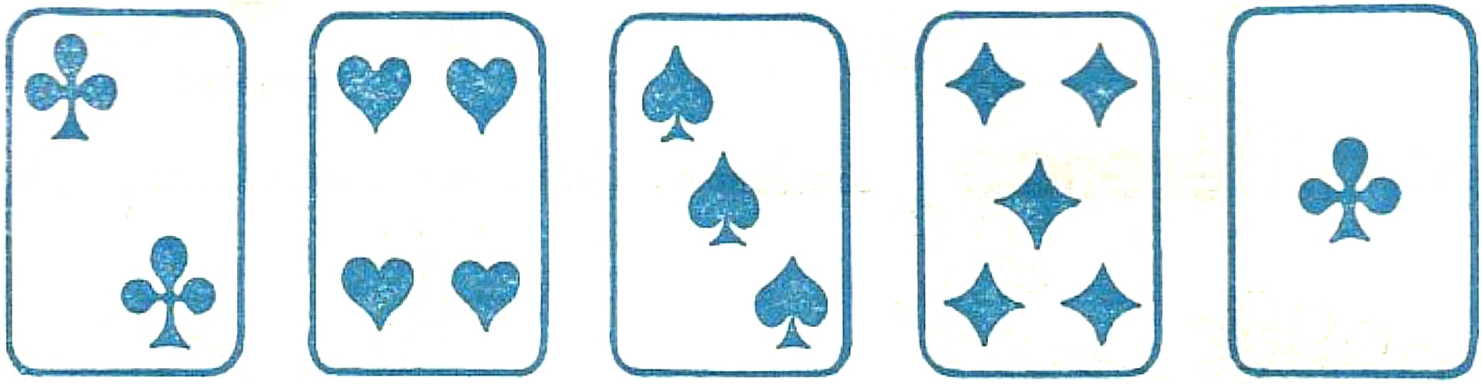




manipule : colle des étoiles en papier de couleur

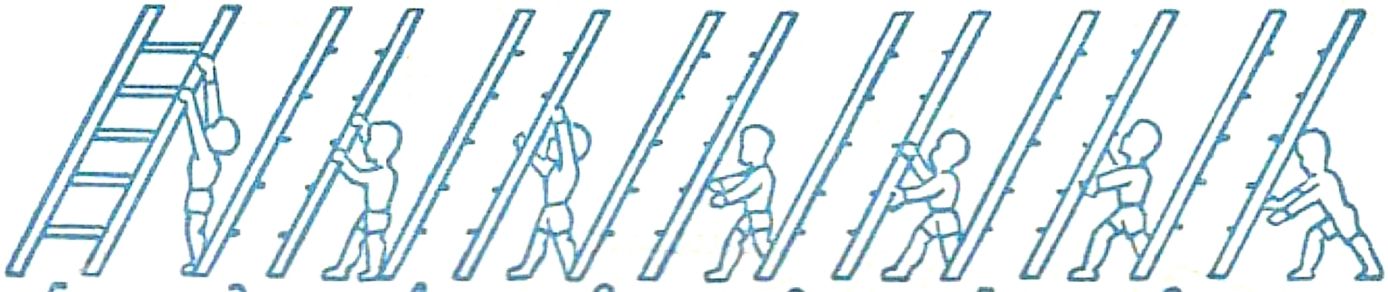
quatre cinq trois deux

compte : combien de ...



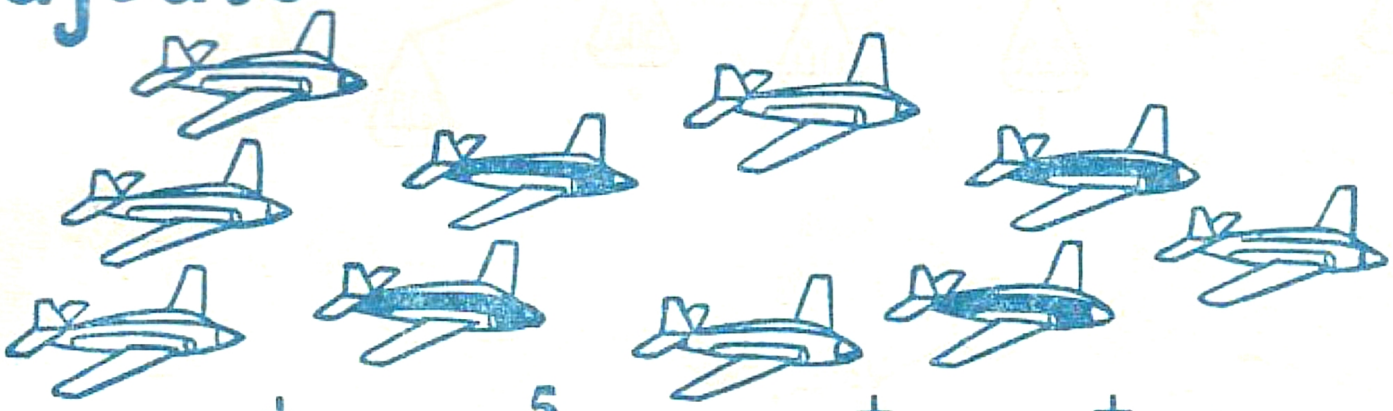
. . .

place les barreaux de l'échelle :



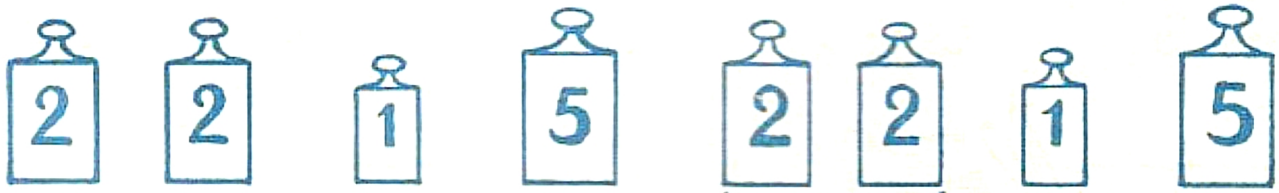
5 3 4 2 3 5 2

ajoute



. + . = 5 . + . + . = .

. c + . c + . c = . c



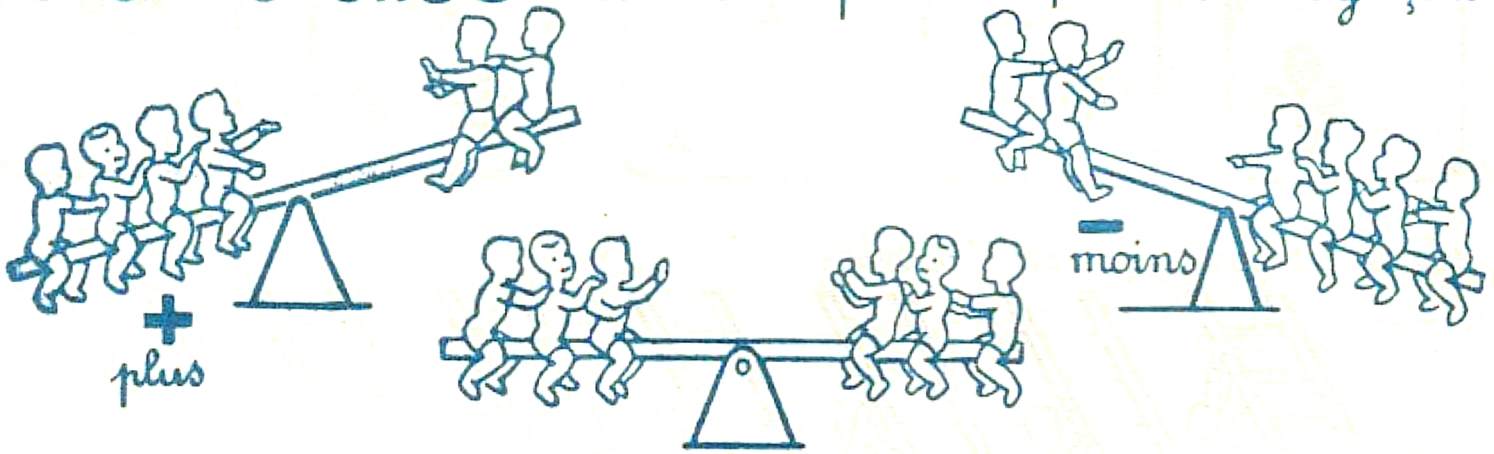
. g + . g + . g = . g . g + . g = . g

ôter

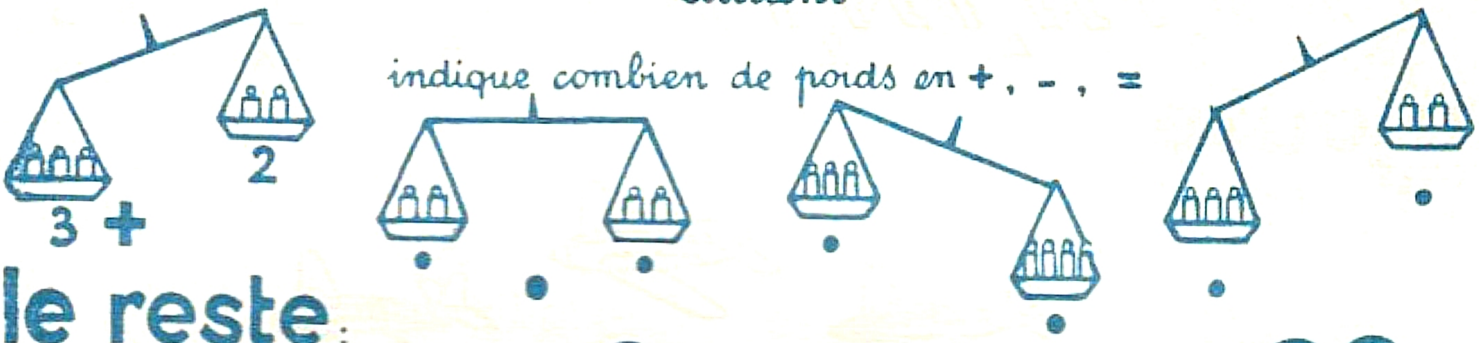
\+ plus

\- moins

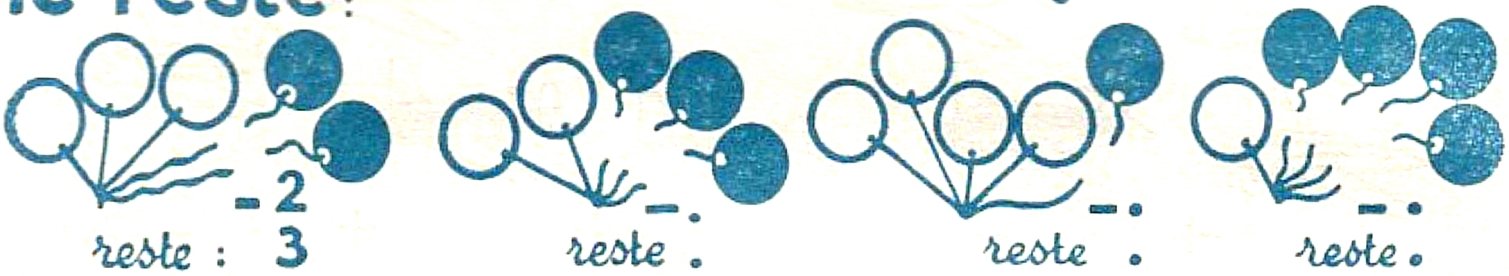
la différence : combien en plus ? indique combien de garçons



indique combien de poids en +, -, =

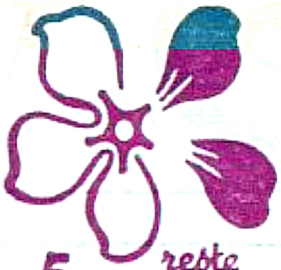


le reste :



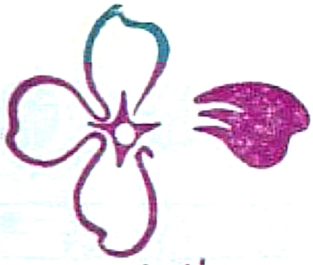
ôte

5 - 1 reste 4 = 4



5 - . reste . = .

5 - . reste . = .



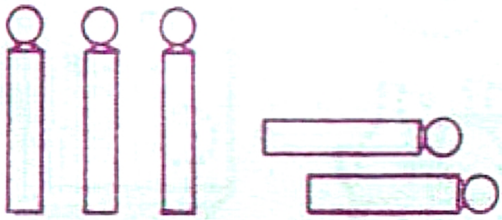
. - . reste . = .

. - . = .

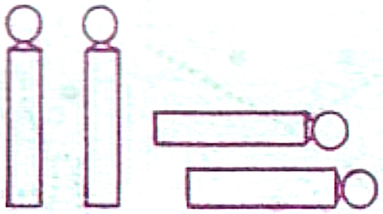
. - . = .

. - . = .

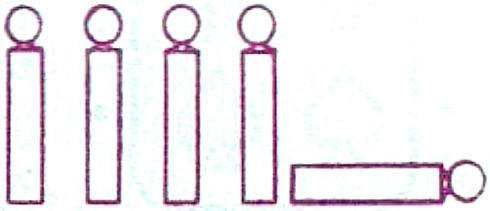
. - . = .



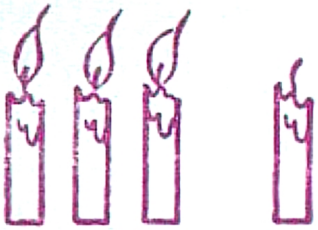
. - . = .



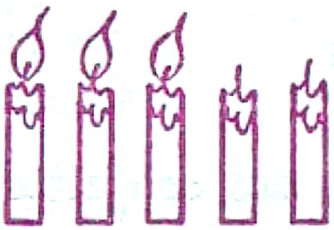
. - . = .



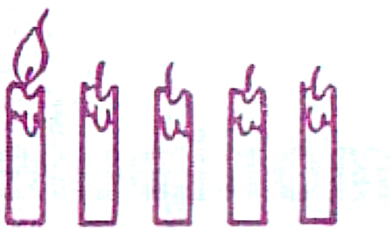
. - . = .



. - . = .

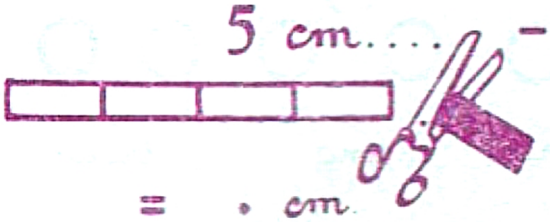


. - . = .



. - . = .

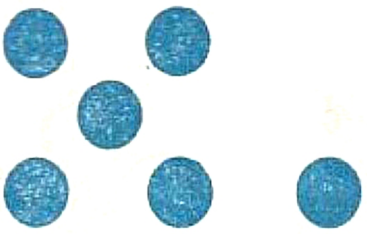
5c - 1c = . c



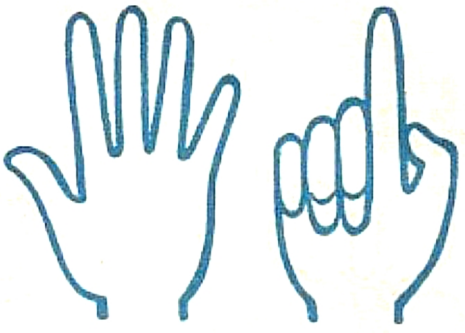
5 cm.... - . cm

= . cm

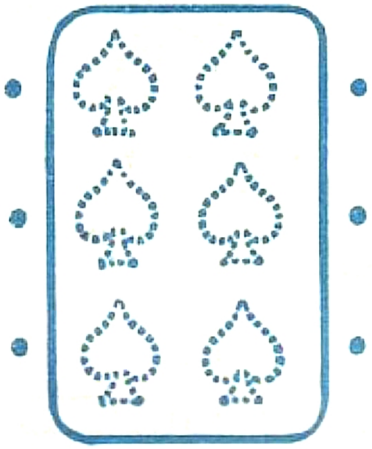
. c - . c = . c

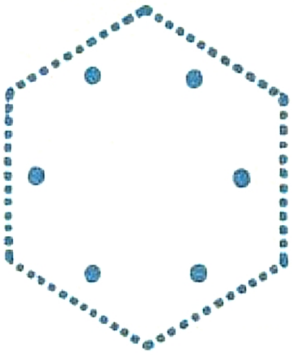


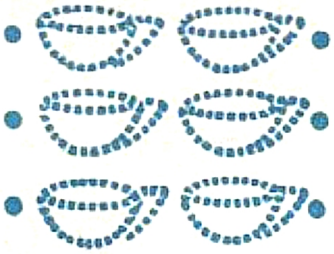
6

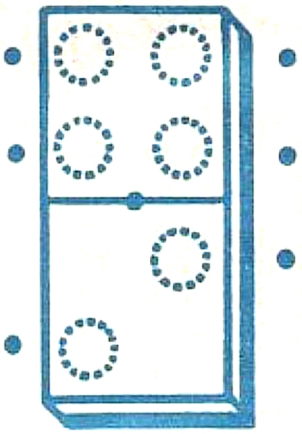


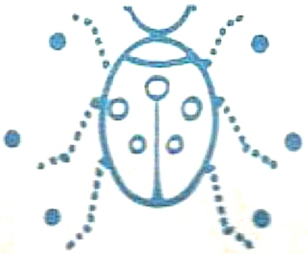
observe : dessine, numérote, colorie les choses qui vont par 6:

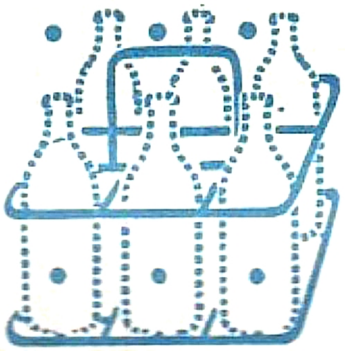




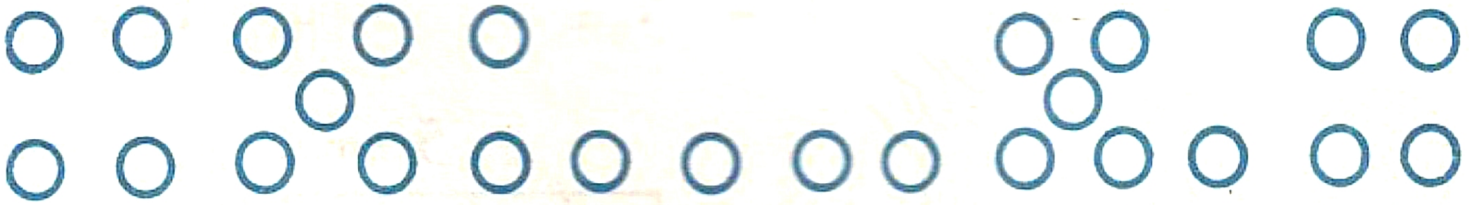






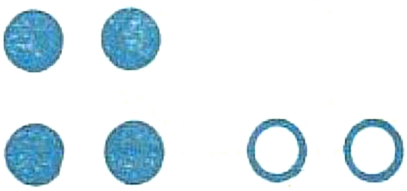


manipule : colle des confettis



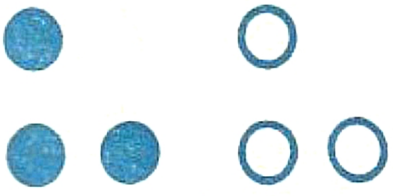
quatre cinq trois un deux six quatre

ajoute les confettis verts aux rouges.



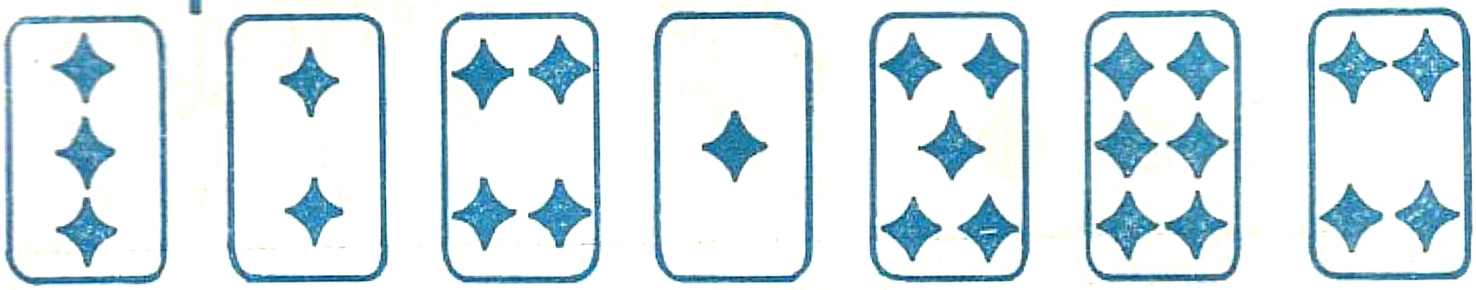
6= . + .

6= . + .



6= . + .

compte : combien de ...



. . . .

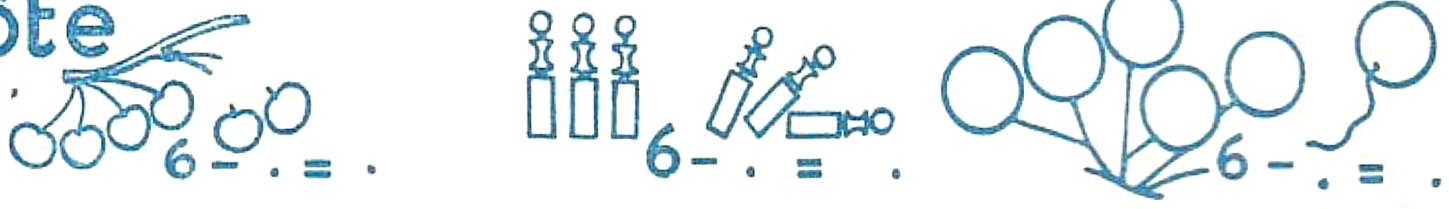
6 4 5 3 2 6 5

ajoute

. + . = 6 . + . = . . + . = .

. c + . c + . c = . c . c + . c = . c

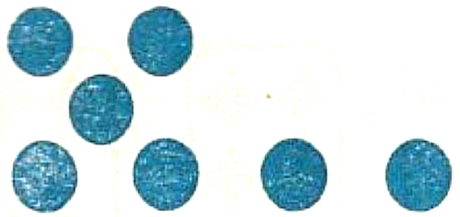
ôte



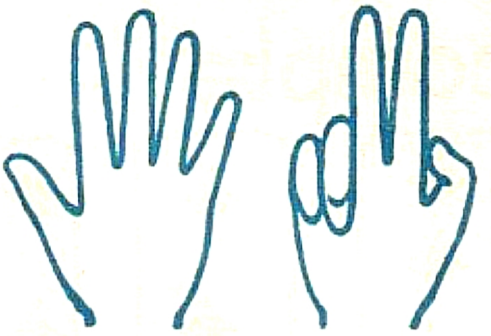
6 - . = . 6 - . = . 6 - . = .

6 - 2 = . 6 - 1 = . 6 - . = . 6 - . = .

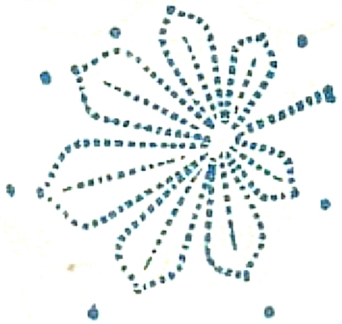
6 cm. - . cm. = . cm. 6 cm. - . cm. = . cm.

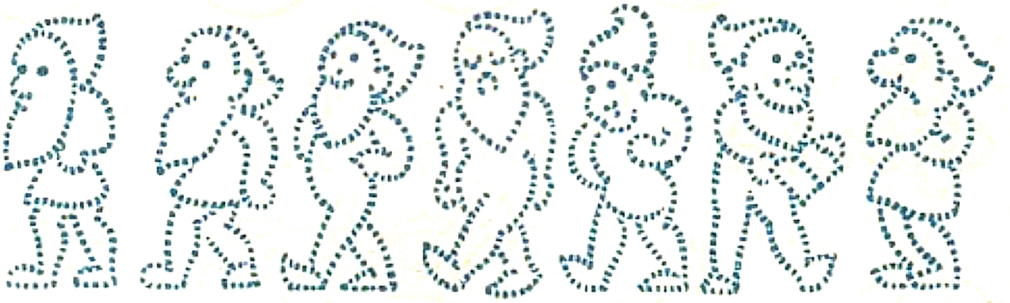


7



observe : dessine, numérote et colorie les choses qui vont par 7.



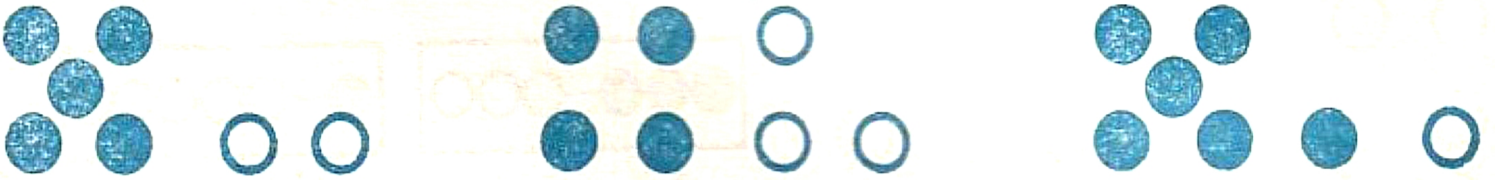


LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI	SAMEDI	DIMANCHE
1						

manipule : colle des confettis

quatre trois sept six deux

ajoute les confettis verts aux rouges :

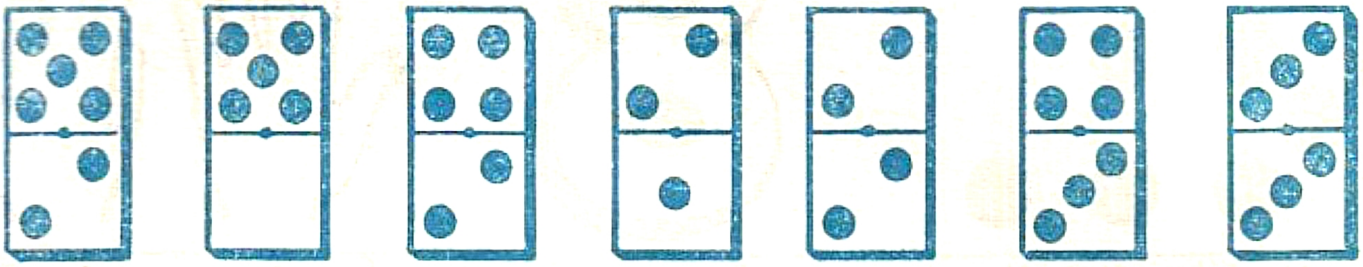


7 = . + . . + . 7 = . + .

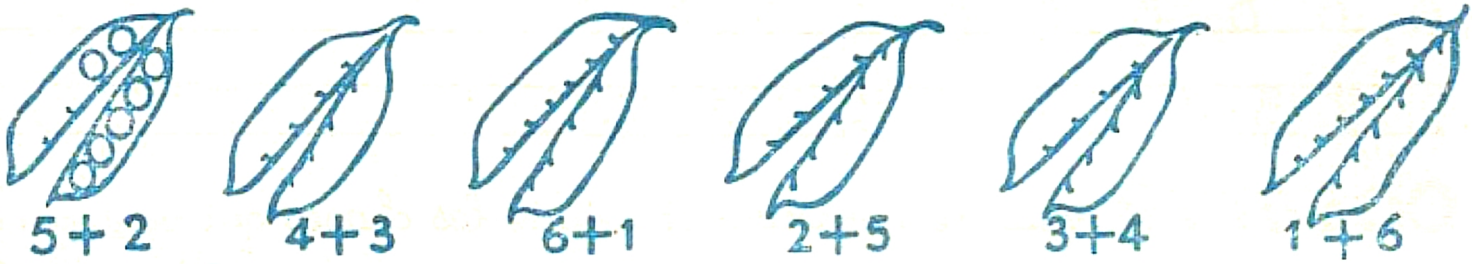
ajoute les cm. verts aux rouges :

7cm = . cm. + . cm.

compte : combien de ....

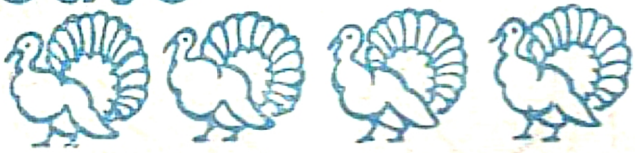


sept cinq six trois quatre sept six

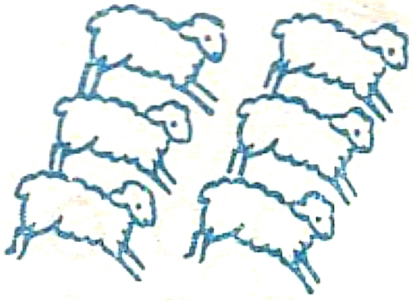


5+2 4+3 6+1 2+5 3+4 1+6

ajoute



. + . = .

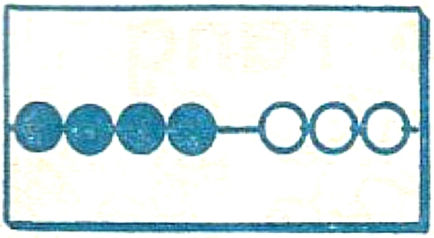


. + . = . . c + . c = . c

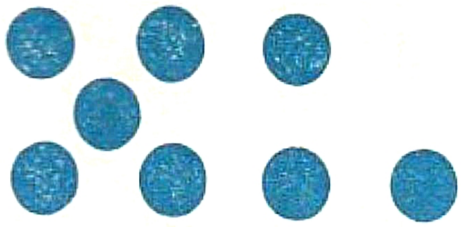
ôte

7 - . =

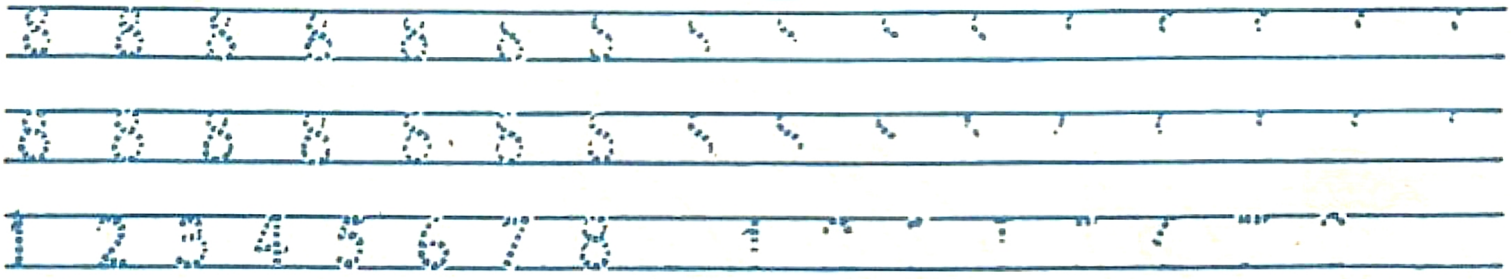
7 - . = .



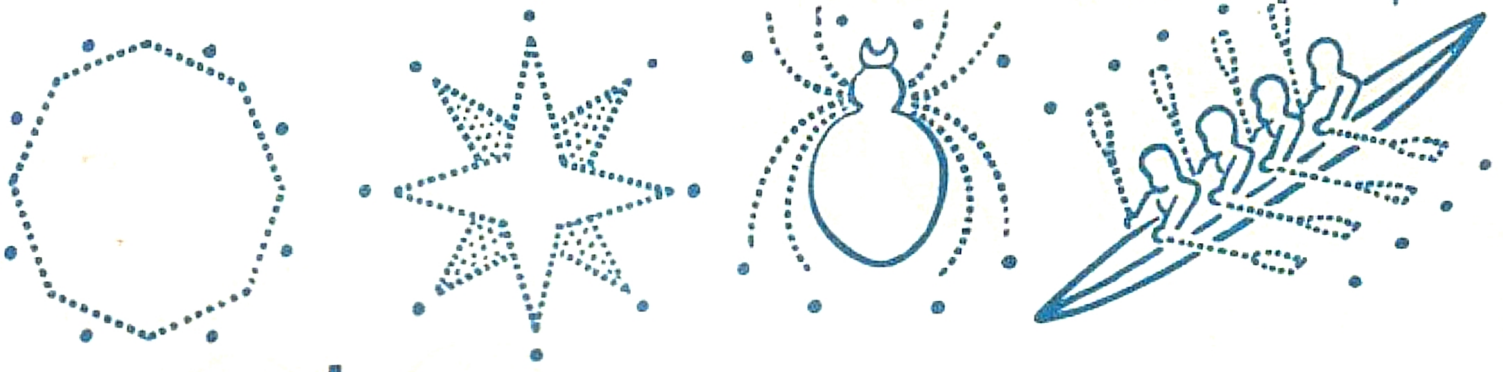
7 - . = . 7 - . = . 7 - . = .



8



observe : dessine, numérote et colorie les choses qui vont par 8.



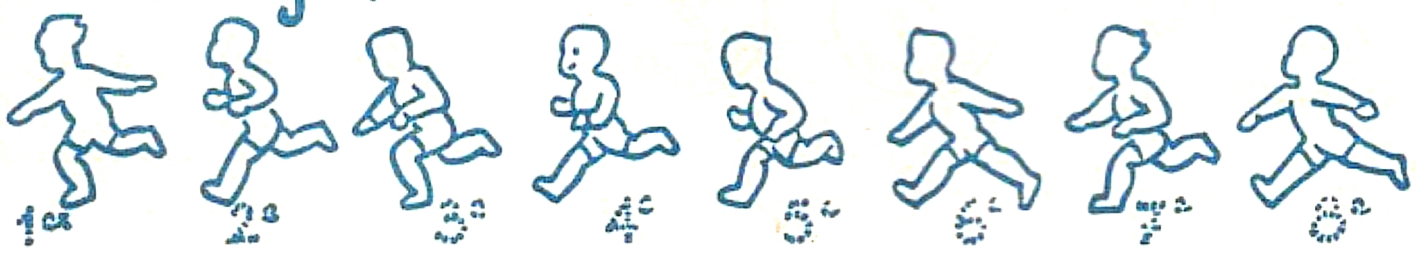
manipule : colle des confettis

quatre cinq sept huit

ajoute les confettis verts aux rouges :

• + • = • • + • = • • + • = •

le rang :

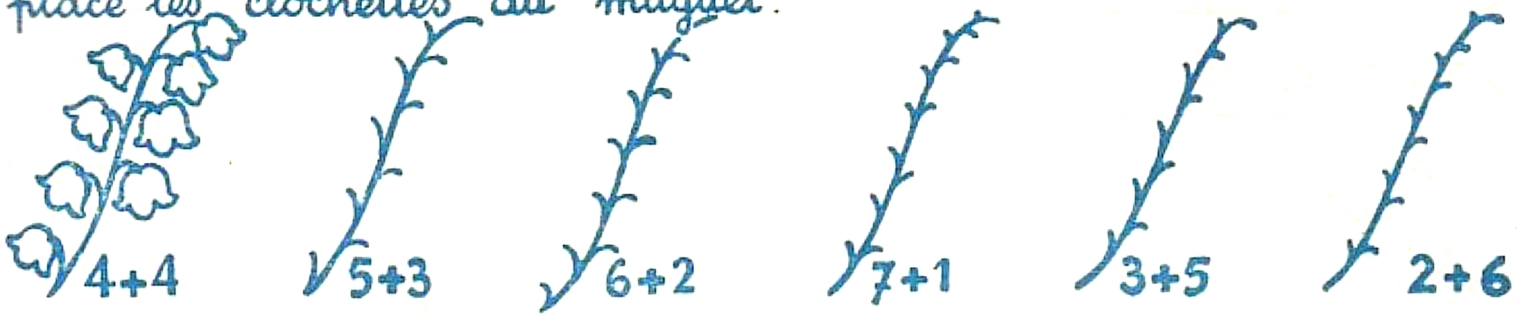


1er 2e 3e 4e 5e 6e 7e 8e

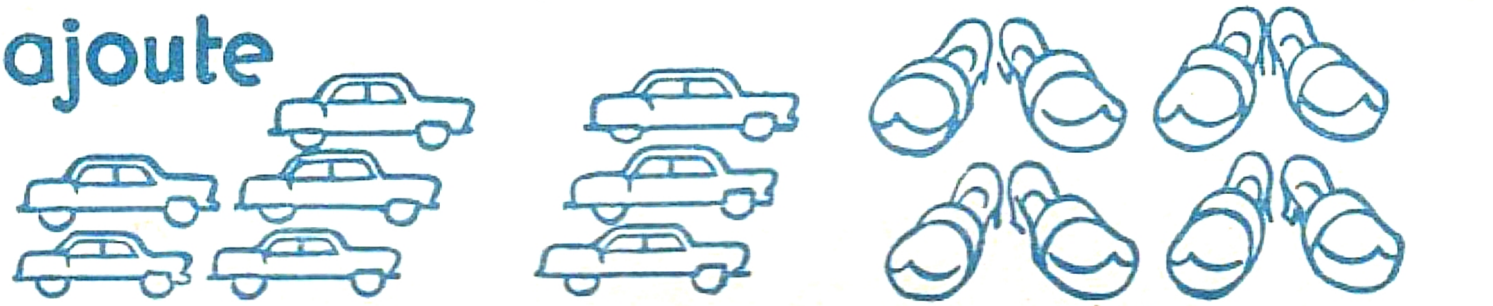
compte : combien de ...

. . . .

place les clochettes du muguet.



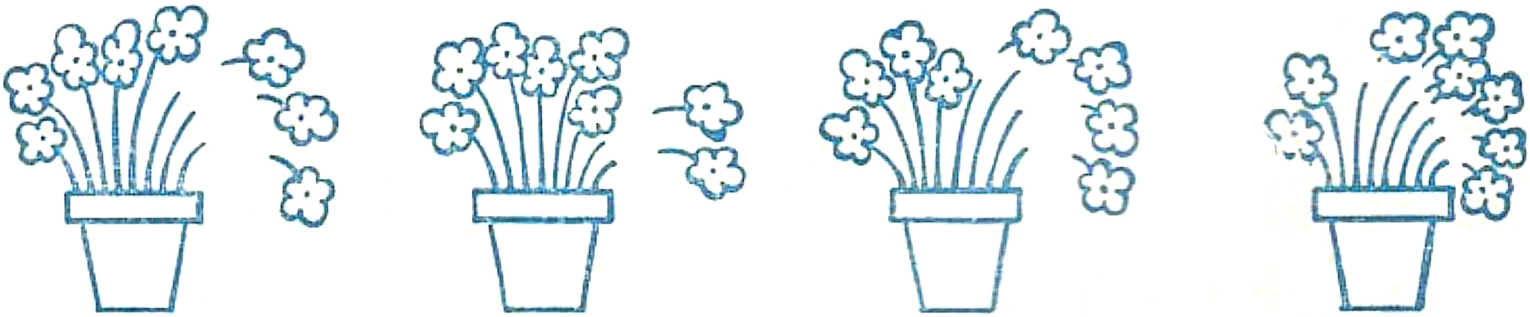
ajoute



. + . = . . + . = .

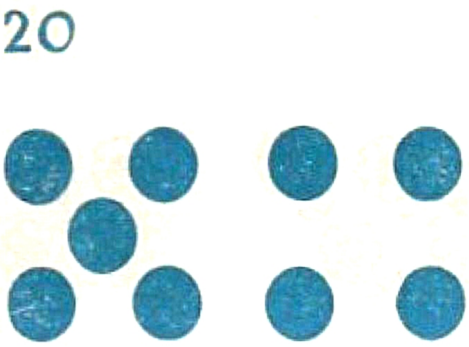
. c + . c + . c = . c . + . = .

ôte



8 - 3 = . 8 - 2 = . 8 - 4 = . 8 - . = .

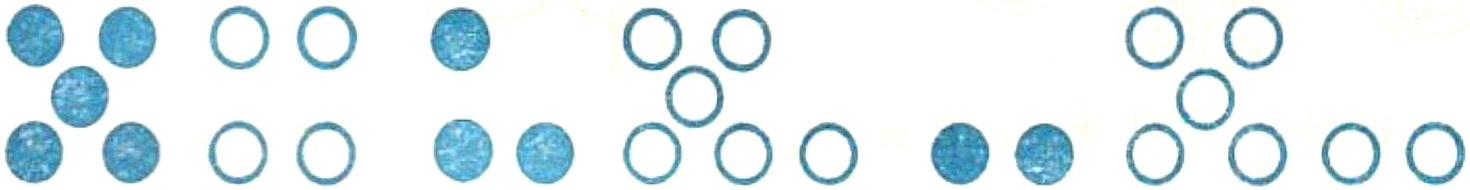
8 cm. - 1 cm = . cm. . cm. - . cm = . cm



9

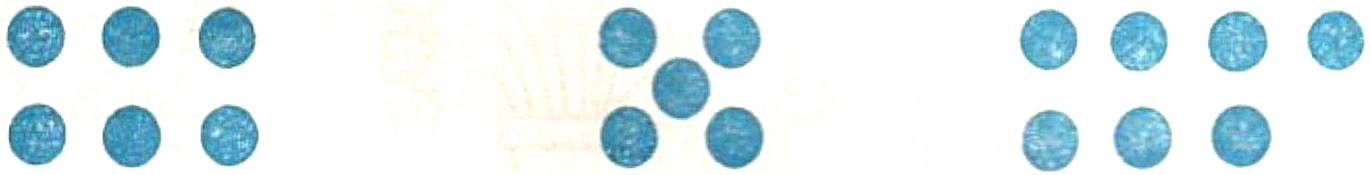
observe : dessine, numérote et colorie les choses qui vont par 9 :

manipule : colle des confettis rouges et verts :



• + • = •, • + • = •, • + • = •

ajoute les confettis verts :

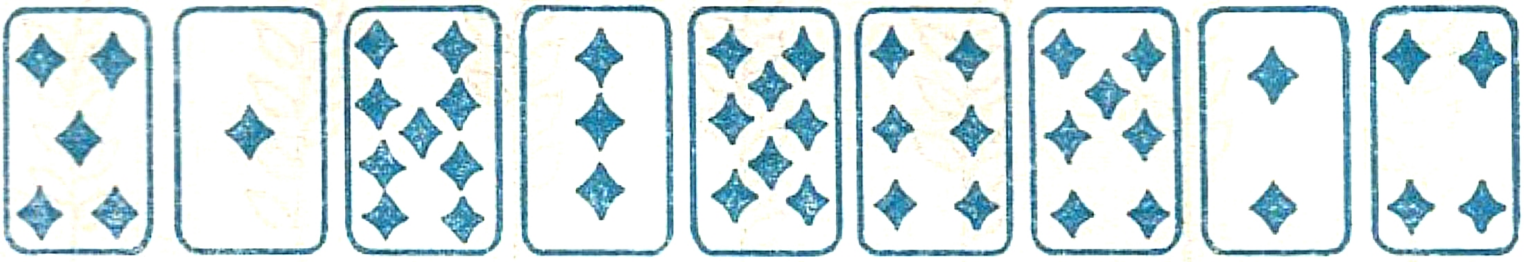


• + • = 9, • + • = 9, • + • = 9

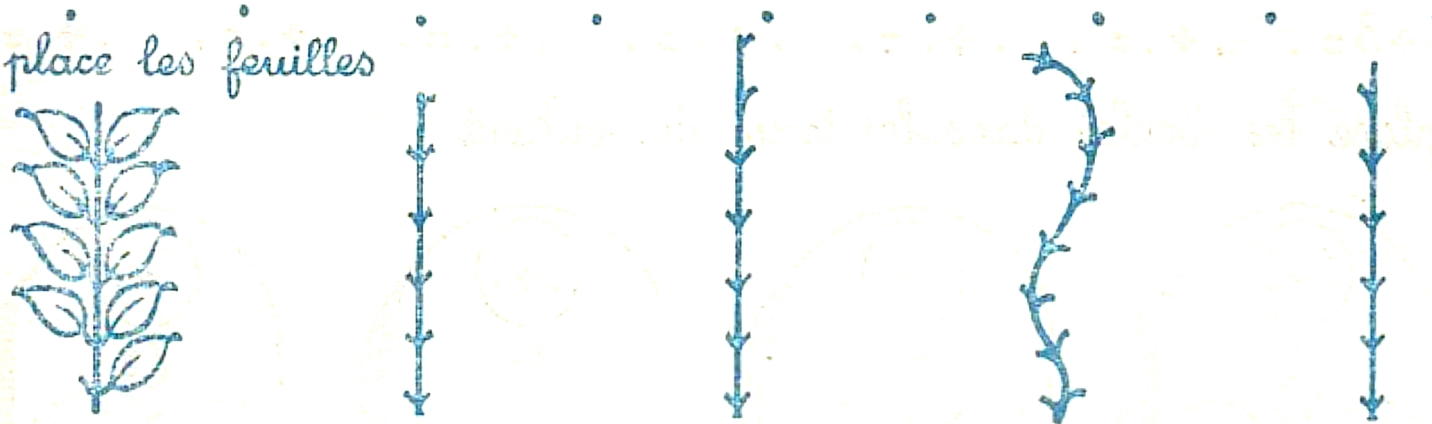
indique le rang :

• er • ème • ème • ème • ème • ème • ème • ème • ème

compte : combien de ....

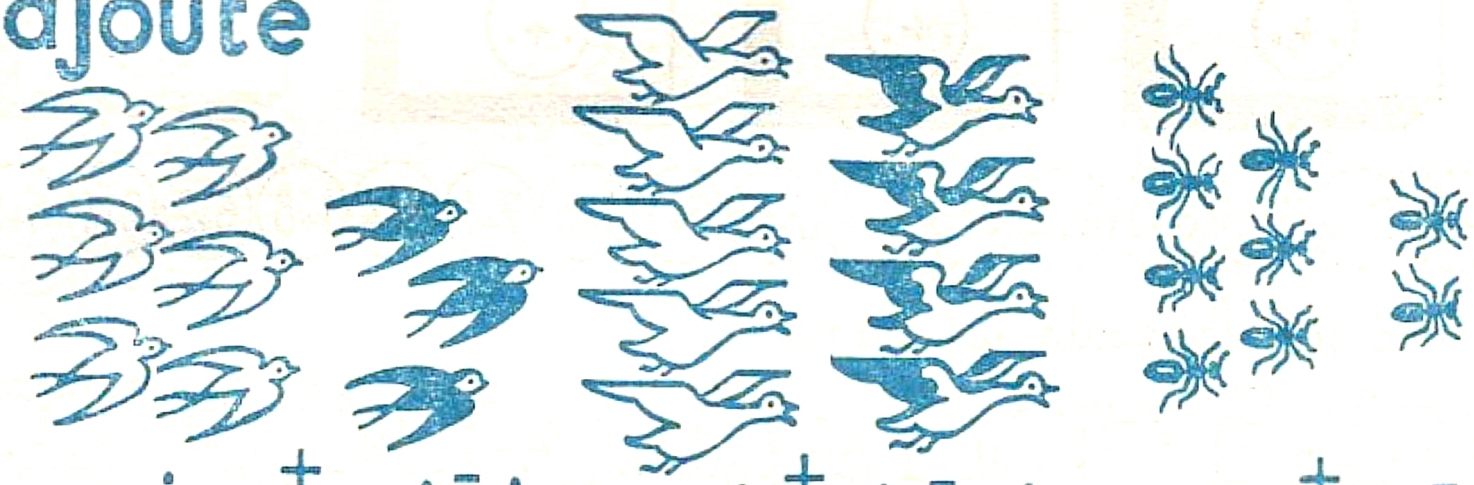


place les feuilles



4+5 3+6 2+7 1+8 6+3

ajoute

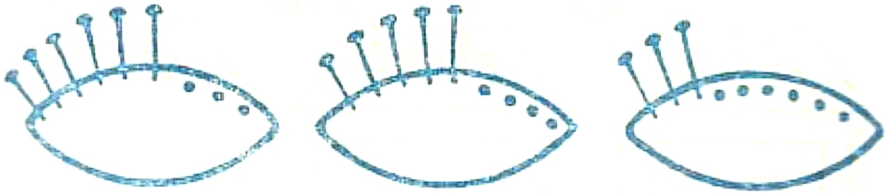


. + . = . . + . = . . + . = .

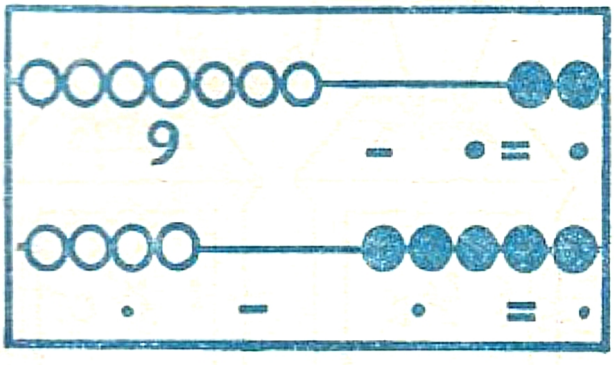
. c + . c + . c = . c

. ℓ. + . ℓ. = . ℓ.

ôte



9 - . = . 9 - . = . . - . = .



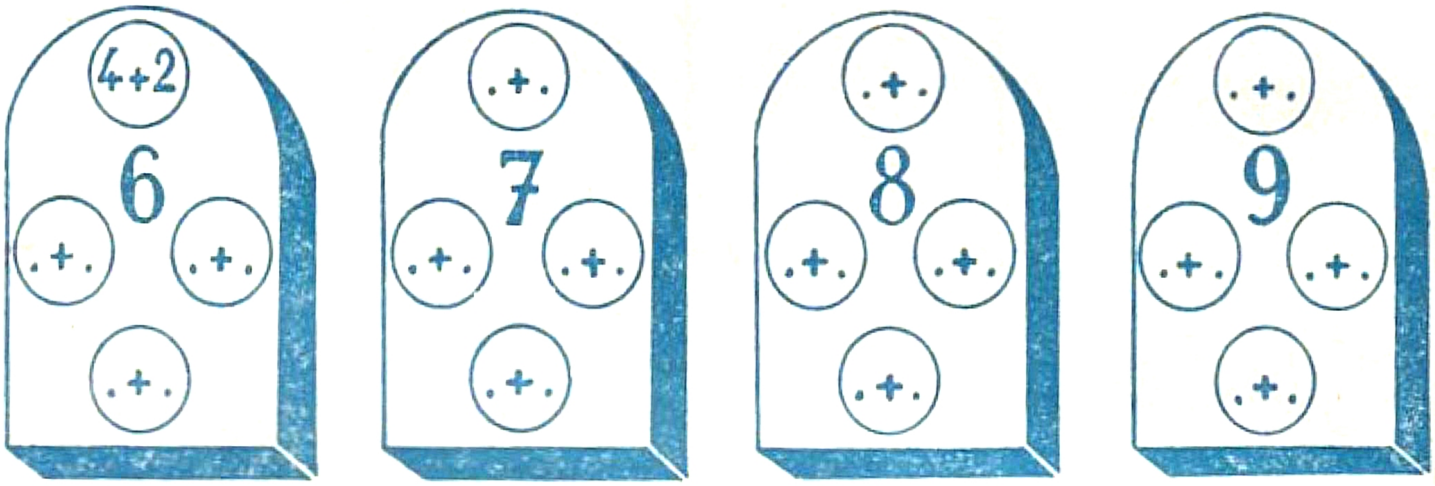
9 - . = .

. - . = .

l'addition

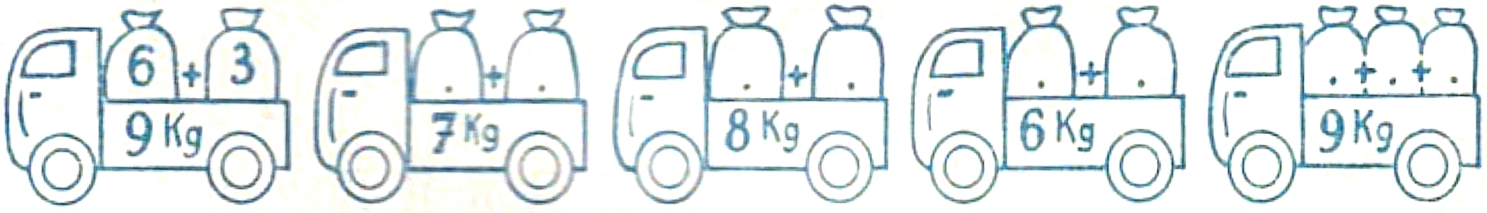
4+3=. .+.=. .+.=. .+.=. .+.=. .+.=. .+.=.

place les boules dans les trous du billard

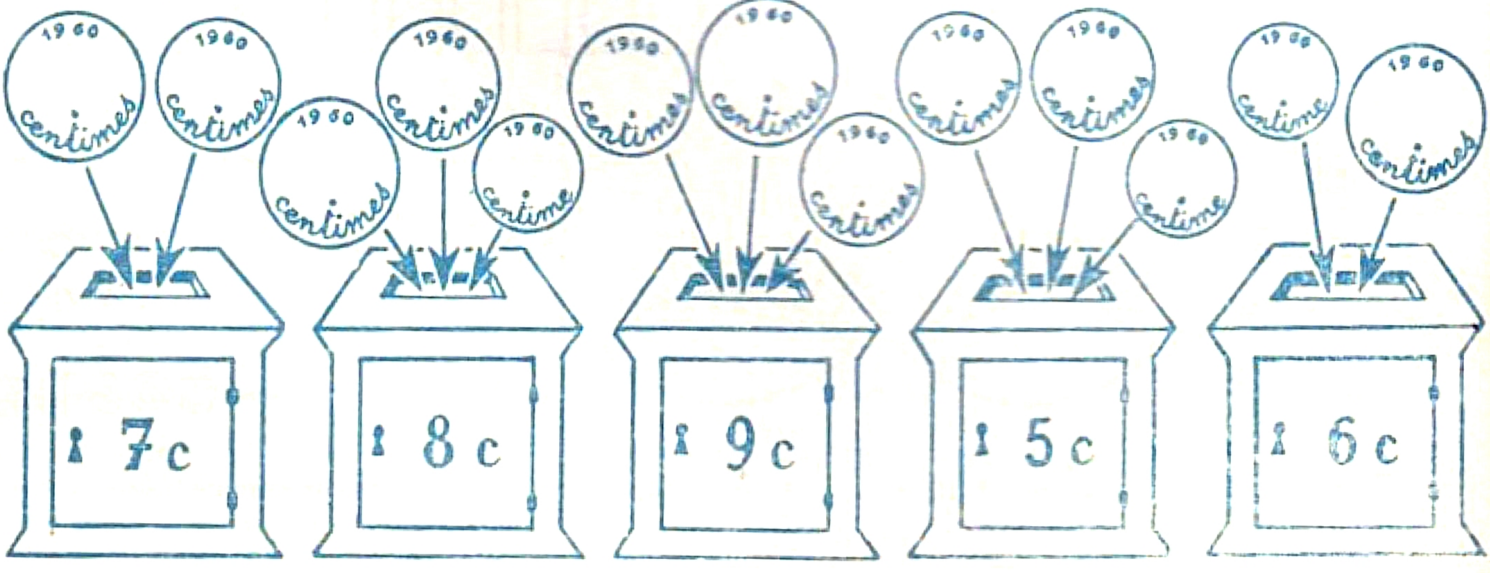


4+2 2+5 3+5 6+3 4+3 3+3 4+4 7+2 6+1 1+5 7+1 5+4 1+8 6+2 2+4 5+2

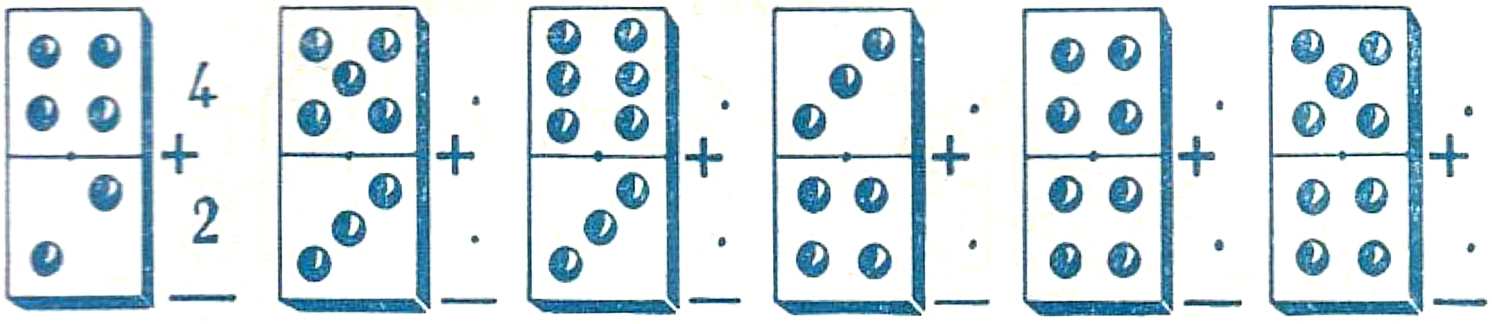
indique le poids de chaque sac



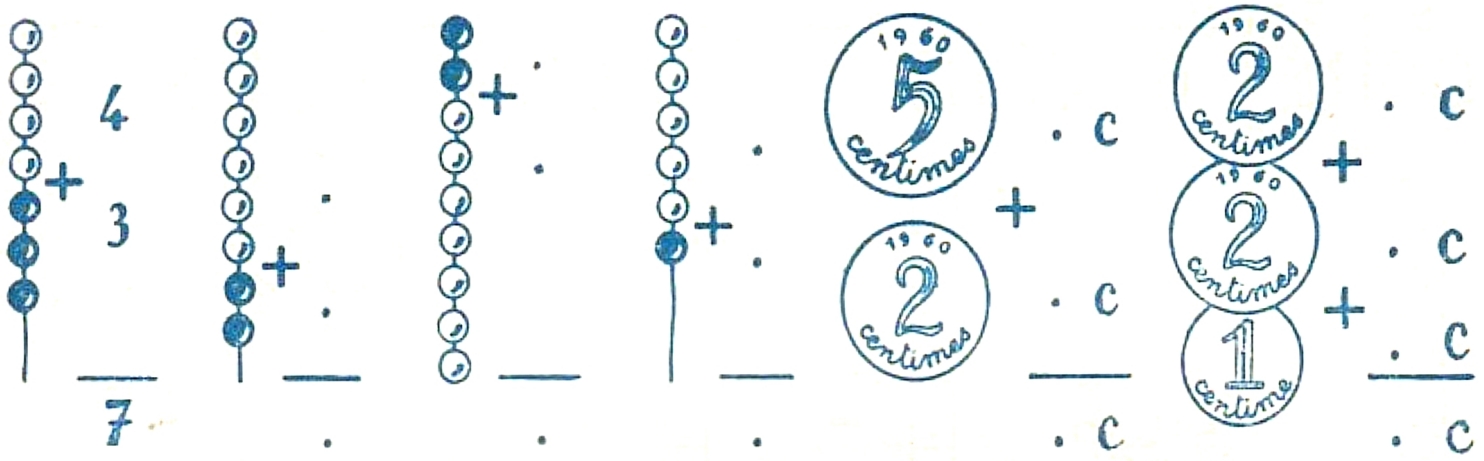
indique la valeur des pièces : 5 c . 2 c . 1 c



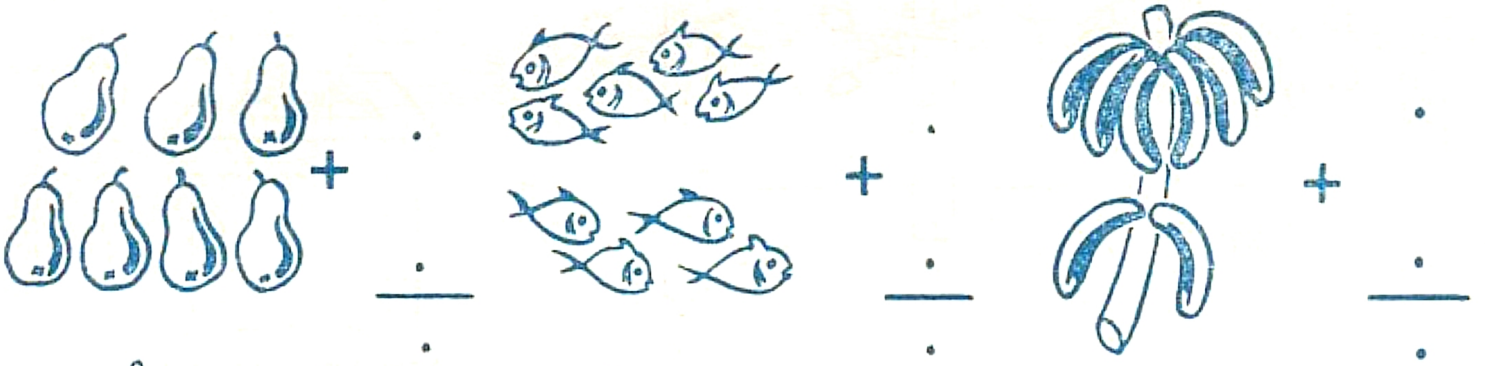
pose l' addition



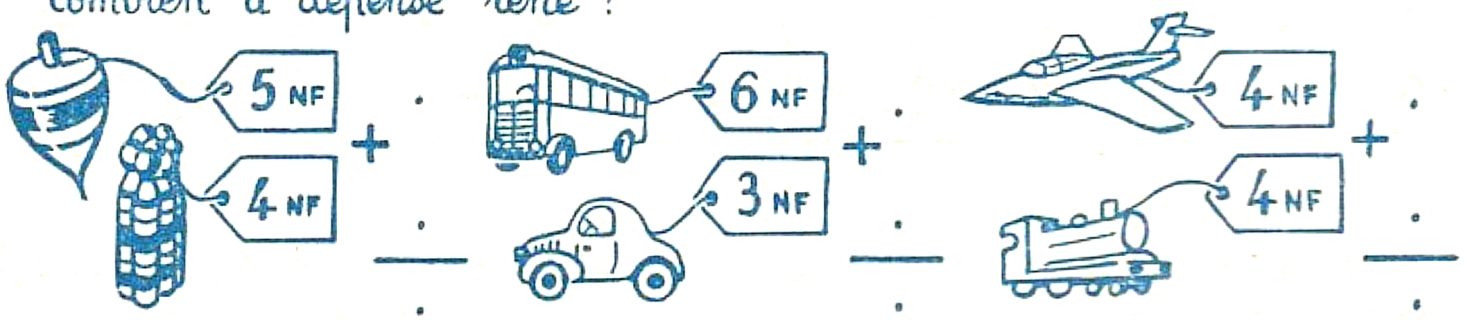
4 + 2 = 6



4 + 3 = 7

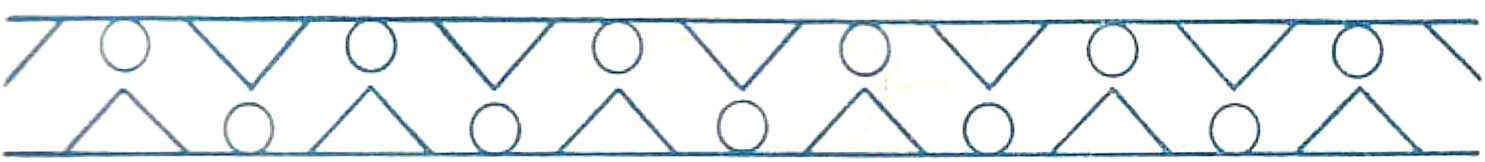


combien a dépensé rené ?

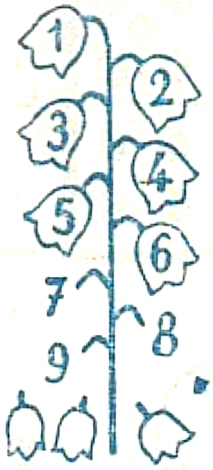


$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +2 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +2 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +1 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +2 \\ +0 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +2 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +2 \\ +3 \\ \hline \end{array}$

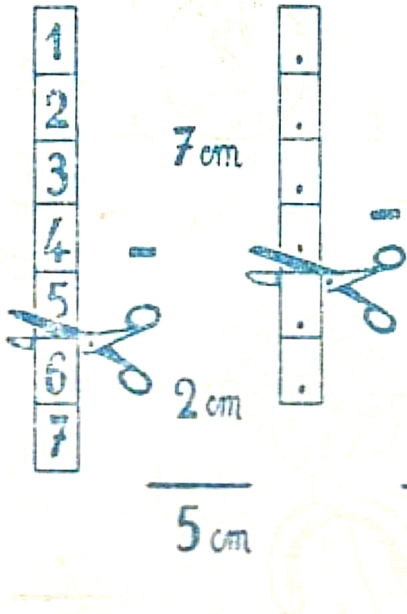
colorie



la soustraction

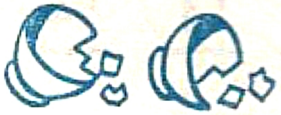


9 − 3 = 6



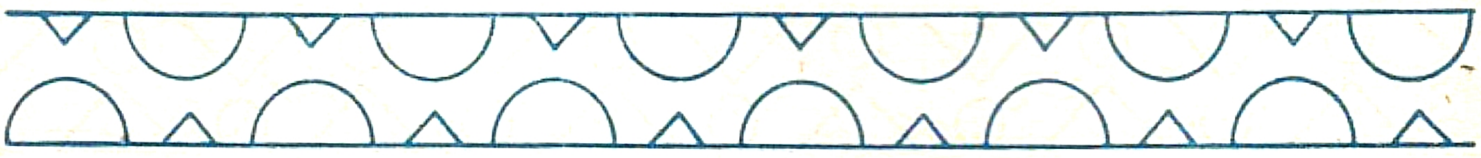
9	8	7	8	6	9	5	8	7	6	9	6
−6	−5	−4	−8	−2	−3	−2	−4	−3	−3	−5	−6
.	.	.	.	.	.	.	.	.	.	.	.

. combien reste-t-il de verres à aline ? de bols à maman ? de tasses à renée ?



. . . . . .

colorie



L'enfant de 6 ans est capable de percevoir un groupe d'objets.

Pour l'amener à associer la physionomie du groupe à celle du nombre qui le représente, il faut lui faire franchir très progressivement les étapes qui mènent du concret à l'abstrait.

Ce souci d'une progression prudente – même dans les plus petits détails – nous a conduit à concevoir des exercices gradués de telle manière que l'enfant passe sans effort de l'un à l'autre.

Chaque nombre a sa physionomie qui devient vite familière à l'enfant.

Il le découvre et l'analyse ensuite par l'observation, le dessin, la manipulation.

Puis il apprend à le décomposer, à ajouter ou ôter, pour aboutir tout naturellement au mécanisme des opérations élémentaires.

Tel qu'il est conçu, nous espérons que ce cahier rendra service aux maîtresses et aux maîtres des sections enfantines et cours préparatoires en les déchargeant d'un travail de préparation souvent long et fastidieux.

En complément des exercices de calcul, l'enfant utilisera largement ses crayons de couleurs – les nombreux sujets dessinés lui donnant l'occasion de développer son goût naturel pour le coloriage.

DÉPOT LÉGAL EDITEUR N° 680 - 3e TRIM. 1967 — IMP. DE MARLY-LE-ROI N° 102